Cp378
H42J
v.3, no.2
(June 1909)

THE HAYWOOD INSTITUTE ECHOES
CLYDE, N.C. 1909

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THIS BOOK PRESENTED
BY B. W. SPILMAN
TO.....

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The

Haywood Institute Echoes

Clyde, North Carolina

Announcements for 1909--1910

The

Haywood Institute Echoes

Clyde, North Carolina

Announcements for 1909--1910

WAYNESVILLE PRINTING COMPANY
WAYNESVILLE, N. C.

FACULTY

W. H. WOODALL, A. B., Principal.
(Arkansas University , Newton Theological Institution.)
Latin, Mathematics, Greek, Bible
MISS FRANCIS M. JOHNSON, First Assistant.
English History and assistant to Latin
*----------Second Assistant
MRS. W. H. WOODALL, A. B.
(Shorter College—School of Expression), Pupil of George Schnider, Music, Expression.
MRS. L. E. WILLIAMS
(Charlottesville Female College)
Shorthand, Typewriting.
MISS ROSA A. MOORE,
Primary and Intermediate Departments.
Art.
*To be supplied
*

1908-9.

CALENDAR

Fall term begins Monday, August 30.
Fall term closes Thursday, December 23.
Spring term begins Monday, January 3.
Session closes Wednesday, May 18.

BOARD OF TRUSTEES

J. H. HAYNES, Chairman.....Clyde, N. C.
J. L. MORGAN, Secretary.....Clyde, N. C.
J. W. MORGAN.....Clyde, N. C.
T. F. OSBORNE.....Clyde, N. C.
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L. N. PINNER.....Canton, N. C.
W. T. SHARP.....Canton, N. C.
C. F. SMATHERS.....Canton, N. C.
L. B. M'BRAYER.....Asheville, N.C.

Executive Committee.

J. H. HAYNES. J. L. MORGAN.
J. A. COLLINS. T. F. OSBORNE.
HORACE SENTELLE.

P88687

Beautiful for Situation.

Clyde, North Carolina is a pleasant little village, situated on the Southern Railway, 22 miles west of Asheville, and 6 miles east of Waynesville, in the Balsam mountains, in the beautiful Pigeon River Valley, surrounded by lofty peaks and the most picturesque mountain scenery to be found in Western North Carolina.

Easily Accessible.

The school is easily accessible, although in the very midst of the mountains. Four daily mail trains, telegraph, local and long distance telephones, save students from delay, exposure and fatigue in getting to and from the school and spare them the inconvenience and loneliness of isolation from home and friends.

Healthful, Invigorating Climate.

Our location cannot be surpassed in all that goes to make healthful invigorating climate. Clear, cold water, pure bracing air, thorough natural drainage. Our altitude of 2700 feet makes the climate invigorating to body and mind, therefore students are able to do far more work here than elsewhere without fatigue or danger of break down. Mental and nervous collapse is unknown with us. Students from the lower altitudes come here delicate in health and grow strong and robust while pursuing a heavy course of study. Not a single case of serious illness has occurred among the students of the Institute for more than five years. No serious sickness in the form of an out break or epidemic among the people of the town has occurred in years.

Departments and Courses of Study.

Instruction is given in the following departments: Primary, Intermediate, Academic, Music, Expression, Art, Business.

The subjects pursued are: Reading, Writing, Spelling, Mathematics, English Language, and Literature, History, Geography, Physiology, Botany, Astromomy, Agriculture, Latin, Greek, French, German, Expression (voice culture, physical culture, interpretation of literature), Music, (piano, organ, stringed and wind instruments, voice), Art (drawing and painting), Stenography, Typewriting, Bookkeeping.

Primary Department.—First Year.

1. Bible:—Bible stories, memory gems, simple truths.
2. Reading:—Graded Classics No.1, supplementary reading, stories.
3. Writing:—Copying from blackboard.
4. Writing:—Word building, simple words in lessons.
5. Mathematics:—Reading and writing numbers to 100, addition, subtraction, multiplication, division, simple problems involving numbers to 100.
6. English:—Oral instruction, short sentences, nouns, and pronouns studied, stories reproduced.
7. Geography:—Oral instruction, nature study, points of the compass, school grounds.
8. History:—Oral, stories.
9. Physical Culture:—Calisthenics.
10. Singing:—Rote songs.
11. Drawing—Copying forms.

Second Year.

1. Bible:—Bible stories, selected passages to memorize, simple truths.

2. Reading:—Graded Classics No. 2, supplementary reading (selected).
3. Writing:—Blackboard copies, copy book No.2.
4. Spelling:—Words selected from reading lessons.
5. English:—Letter writing, stories reproduced, forms of sentences, word forms, marks of punctuation and their uses, verbs, adjectives, adverbs.
6. Mathematics:—Oral work in addition, subtraction, multiplication, division, simple fractions, problems, elementary arithmetic.
7. Geography:—Form of land and water, home geography.
8. History:—Stories of men and events.
9. Physical Culture:—Calisthenics.
10. Singing:—Rote songs, easy patriotic and devotional.
11. Drawing:—Maps, Geometric forms.

Third Year.

1. Bible:—Study by books—first five books of the Old Testament—the contents by stories, persons, places, truths, stories of Jesus.
2. Reading:—Graded Classics No. 3, supplementary reading.
3. Writing:—Copybook No. 3.
4. Spelling:—Oral and written.
5. English:—First lessons in English, stories from objects and pictures.
6. Mathematice:—Elementary arithmetic.
7. Geography:—Forms of land and water, motions of earth, seasons.
8. History:—Stories of men and events.
9. Physical Culture:—Calisthenics.
10. Rote songs, easy patriotic and devotional.
11. Drawing:—Maps, forms, copies.

Intermediate Department—First years.

1. Bible:—Study by books—contents by stories—persons, places, Joshua, Judges.
2. Reading:—Graded Classics No. 4, Stepping Stones to Literature, other supplementary reading.
3. Writing:—Copybook No. 4.
4. Spelling:—Oral and written.
5. English:—Second book in English.
6. Mathematics:—Elementary arithmetic (completed).
7. Geography:—Maury's elementary geography (completed).
8. History:—Stories of men and events, North Carolina stories.
9. Physical Culture:—Calisthenics.
10. Singing:—Rote songs, simple rudiments, patriotic and devotional.
11. Drawing:—Maps, form copying.

Second Year.

1. Bible:—Study by books—contents by stories, persons, places, Samuel, Kings, Old Testament, three times a week. Life of Jesus once a week.
1. Reading:—Stepping Stones to Literature, stories of the Greeks and Romans.
3. Writing:—Copybook No. 5.
4. Spelling:—Oral and written.
5. English:—First steps, composition and analysis of sentences, inflection, properties, second book.
6. Mathematics:—Arithmetic:, Colaw and Ellwood or Milne.
7. Geography:—Maury's Manual.
8. History:—Beginners' History of United States, with note book of outlines and analyses and map drawing.

9. Physical Culture:—Calisthenics.
10. Singing:—Rote songs, patriotic and devotional.
11. Drawing:—Maps, Geometric forms, copying.

Third Year.

1. Bible:—Study by books—outline contents, persons, places. Truths as to character, attributes of God, three times a week, New Testament once a week.
2. English:—Grammar, Buehler or Smith's, Themes and essays once a week. Readings: Evangeline, Merchant of Venice, Sketchbook. Parallel Reading: De Coverly Papers, Deserted Village.
3. Mathematics:—Colaw and Ellwood or Milne's Standard.
4. Geography:—Manuel, (completed).
5. History:—United States History and Government. (with note book of outlines and analyses, and map drawing.

ACADEMIC DEPARTMENT.

Courses of Study.

English

The purpose of the course in English is three fold: To give the pupil readiness, accuracy and elegance in the use of the language; to cultivate a taste for good literature and an appreciation of its beauties, and there through to develope and strengthen the intellectual, aesthetic and moral character.

Freshman.

Mother Tongue, book 2; Baker & Abbott's Composition. Themes and essays—one week each.

Reading, Macaulay's, Johnson, Julius Ceasar, Sir Launfal.
Parallel Readings, Vicar of Wakefield, Ancient Mariner.

Sophomore.

Hill's Beginnings of Rhetoric.
Readings, Washington's Farewell Address, "As You Like It."
Parallel Readings, Silas Marnar, Gareth and Lynnette, or The Princess.

Junior.

Brooks and Hubbard's or Webster's Elementary Compositions.
Themes and Essays—one each week.
Readings, Milton's Minor Poems, Ivanhoe, Lady of the Lake, Macbeth.
Parallel Readings, Bulfinches' Age of Fables.

Senior.

Newcomer's Rhetoric, Pancoast's Introduction to English.
Literature, with Readings from each Author and Historical setting.
An original essay for young ladies and an original oration for young men are required of each candidate for graduation.

Mathematics.

A thorough course is given through Arithmetic, Algebra, Gemoetry, and Trigenometry. The purpose is that the student may acquire facility in practical computations and the power of abstraction requisite for apprehending new conceptions and for keeping in mind the successive steps of a continuous argument.

Freshman.

Arithmetic, Colaw & Ellwood's Arithmetic, or Milne's Standard; Elements or Algebra.

Sophomore.

Arithmetic reviewed, Elements of Algebra.

Junior.

College Algebra, through Surds and Progressions, Wells' Plain Geometry, five books.

Senior.

Solid Geometry, four books; Trigonometry, plain and spherical.

Science.

The object of the course in Science is to give the student an elementary practical knowledge of the principals relating to common things about him, and to prepare him to carry on with ease advanced work in college.

Freshman.

Tar's New physical Geography; Physiology, Culler or Coleman.

Sophomore.

Tar's New Physical Geography, Physiology, Guller or Coleman.

Senior.

Physics, Carhart and Chute's Elements.
Agriculture, Stevens, Buckett and Hill, or Commercial Geography, Redway's.

Senior.

Chemistry, Godfrey's Elementary.

Latin.

This course is intended to give the pupil the foundation principals of language that he may the better understand his own, to aid him in recognizing the derivations and meaning of words and to give facility in the expression of thought.

Freshman.

Potter's Elementary, or Bennett's Foundation.

Sophomore.

Ceasar, 4 books; Elementary Composition, Jones' or Gildersleeves, review of forms, special emphasis on Rules of Syntax.

Junior.

Cicero, six orations, with prose and grammar.

Senior.

Virgil's Aneid, 4 books; Livy, 2 books.

History.

This course is intended to give a fund of knowledge of people and nations, which will be of use to the pupil in after life and will prepare him for future historical and literary work.

Freshman.

North Carolina (with note books with outlines and analysis, and map drawing.)

Sophomore.

English History (with note book of outlines and analyses, and map drawing.)

Greek.

Junior.

First Greek Book, White.

Senior.

Zenophon's Anabasis, Review of Forms, emphasis on modes and tense.

Modern Languages.

Junior.

French, Chardenal's First Course in French.
Reading, Kunh's French Reading for Beginners Mere Michel et Son Chat, Le Cid, Hernani, La Tulipe Noire, or German, Joynes-Meisner's German Grammar.
Reading, Hewett's German Reading.

Senior.

French, Grammar, Reading.
German, Grammar, Reading.

Bible Department.—W. H. Woodall.

In keeping with the character and spirit of the school and the purposes for which it was established a definite and practical course is given in the study of the Bible. The Old Testament is studied, reading the book, outlining the history of events, tracing the Messianic idea, studying the sacrificial system and laying the foundation for the study of the person and work of Christ in the New Testament. The New Testament is studied; The Life of Christ, His teaching and work of atonement; sections from the Epistles, Missions, New Testament and modern.

Course of Study.

Bible: Old Testament, Study by books—outline contents, persons, places, God, his attributes, character, works; Man, his relation to God and fellowman; Sin; Redemption.

New Testament; The Christ—His life,, works, the great truths of Salvation; the study of miracles; the parables; The Holy Spirit, his personality, mission, work.

The Gospels, Acts and selections from the Epistles will be studied. The Historical and Geographical setting, manners and customs of the Hebrews will receive attention.

Missions, New Testament and modern, and the great doctrines of Grace and practical living will be emphasised.

This course will be followed throughout the four years.

No text but the Bible is used. For those who wish it suitable reference books are recommended.

Business Department.—Mrs. J. L. Williams

The business world is calling for men and women who are thoroughly equipped for its exacting demands. Opportunities will come to those who prepare themselves. Our business department offers the commercial and stenographic

course at a minimum cost of $20.00 each, including set of books. $10.00 of this must be paid on entrance and the remaining $10.00 at the beginning of the third month. The course can be completed in from four to six months.

The commercial course includes practical business arithmetic, Bookkeeping, single and double entry.

The stenographic course includes Short hand and Typewriting, with special drill in the Touch System.

Music Department.—Mrs. W. H. Woodall.

Instruction is given on piano, organ, stringed instruments, and in voice culture. The principal of this department has had the best training in Cincinnati and Boston, as well as in the South, and has had wide experience in teaching. Two courses are given: A simple, practical course for those who wish to make music for their own pleasure and that of their friends; and a thorough, careful course for those who wish to study the science and art from the musician's point of view, embracing the three-fold development of the student; tecchnical, intellectual, emotional. The end sought in either course is to make music. Instruction in vocal music thorough and complete.

Each pupil and her peculiar needs will be studied and such studies used as will best correct faults and develope style, following the course outlined in the main.

Course of Study.

Freshman.

Position and movements of fingers, wrists and arms explained, and correct habits established.

Emery's Foundation Studies; Duvernoy, Op. 176; Kohler, Op. 50; Lemoine, Op. 37; major and minor scales to four sharps and three flats.

Sophonmore.

Czerney, Op. 636; Loeschorn, Op. 66; book 1; Duvernoy, Op. 120.

Compositions by standard composers, and easy sonatas

Junior.

Scales in slow time completed; Arpeggi worgle begun Czerney Op. 299; Krause, trill studies, Op. 2; Heller, Selected Studies; Easy Sonatas, and compositions by standard composers.

Senior.

Technical exercises requiring a higher degree of velocity; Scales; Arpeggi in quick time, and various accents.

Doering, octave studies; Czerney, Op. 740; Beethoven's Sonatas (simpler ones); other selections.

Lives of composers and simple History of Music studied in class.

With faithful work on part of student the course outlined can easily be completed in the four years.

Art Department.

The cultivation of the taste for the beautiful is an essential part of an education and nothing else so directly trains this faculty as the study of art. Courses under a thoroughly competent teacher are offered in mechanical and freehand drawing, pastel, water colors, and oil. A special course for those who expect to teach in the public schools is arranged for the spring term.

Department of Expression.

The object in this department is not to teach the pupil to speak pieces only, but to cultivate in the pupil a taste

and an appreciation for the best in literature, and to train him in mind, voice and body, to give, in the best and most effectual manner, expression to his own thought or that of another. The student is taught to live in and enjoy each idea. Our motto is: "Live and then give." The following courses are given: The regular course, including instruction and drill in expresson and physical culture. A special course for those who desire to take a more thorough course in the science of art and expression and the interpretation of literature, and to give more time to personal drill. A course especially arranged for teachers in the public schools will begin in the spring term. Two courses leading to the certificate, one for two years, and one for three years, are given.

Diplomas.

Those completing the prescribed course in any one of the several departments will be given a diploma in that department.

Remarks.

A good Teacher's Bible is given each year to the pupil who attain the highest average grade on the Bible in the Academic Department. A New Testament to the one making the highest grade in Primary and Intermediate departments.

Roll of Honor.

The names of all pupils who make an average grade of 95 in deportment and scholarship for the entire session are placed on a Roll of Honor, which is read publicly at the graduating exercises and published in the catalogue.

Medals.

The following medals are offered:

1. A Music medal, offered by Miss Francis M. Johnson to the pupil who makes the greatest progress in music during the session.
2. A Debator's Medal offered by Hon. W. T. Crawford.
3. A Declamation Medal, offered by Mr. J. R. Morgan.
4. A Recitation Medal offered by Mr. F. E. Haynes.

Methods.

It is our purpose to advance students as rapidly as possible, to give every student work sufficient to employ his entire time, and to hold test examinations often during the session in order that each one may acquire a thorough mastery of each subject. We use the best modern methods of instruction in every branch of study. Students have the privilege of personal aid from any member of the faculty.

Moral Influences

School is opened daily with devotional exercises. A spiritual atmosphere pervades the entire Institute and its work. The moral tone of the school is high, and such influences are thrown around the student as will tend to held and hold him to the best in thought and action. The people are moral, hospitable, intelligent and progressive. Three churches with regular preaching; good Sunday Schools, prayer meetings and young people's meetings, create a moral atmosphere and furnish ample opportunity for the development of the Christian life.

Social Influences.

No proper education neglects the cultivation of the social nature. To do this requires wise instruction, active personal encouragement and direction, and just restraints.

Frequent carefully prepared lectures and familiar talks will be given the pupil during the year. At such times as the Principal and Faculty may deem best receptions will be given at the Girls' Home or some one of the homes of the Faculty or patrons of the school to which students of suitable age who have made passing grade for the current quarter in deportment and scholarship will be invited. Calls, escorts, and other special attentions between young men and young ladies will not be permitted except as provided for by the Faculty.

Dicipline.

We believe in obedience. We try to teach boys and girls to use self control, and to aid them in the development of true manhood and womanhood. The student is urged to do right at all times and in all places. His sense of honor is appealed to. Moral suasion first, sterner discipline afterwards. In kindness and firmness students are made to understand that cheerful obedience and faithful work must be rendered by all. As a means of self-government and an aid to self-control, a graduated scale of demerits is arranged. A given violation or failure brings a given number of demerits. Any pupil getting fifty demerits in any one term is suspended for the remainder of the term. All demerits take off an equal number of points from the deportment grade. Thus the pupil's standing or continuance in school is in his own keeping. All boarding students, whether in the Dormitories or private families are under the regulations of the school. Families taking such students must agree to co-operate with the Faculty.

Literary Societies.

There are four Literary Societies in the school: The

Clay-Webster and the Columbian for young men, and the Adelphian and the Polymnian for young ladies. Good work has been done in the societies during the past year. These societies meet each week for training in debate, recitation, composition and other literary exercises. No department in school is regarded as more important than the literary societies. These exercises teach the common usage of parliamentary law, cultivate a taste for good literature, and develop the ability for public speaking. All the students of the Academic Department are expected to become members of the societies and take an active part in the exercises.

Buildings

The school building is a six room brick bulding, recently remodeled and renovated throughout, making a practically new, modern building, neat and attractive. The Home for girls is an attractive building with wide halls, broad verandas, large well lighted, well ventilated rooms, beautifully situated, comfortable and convenient.

Board

Board can be secured for young men in good private homes for from $7 to $10.00 per months.

The Home for Girls.

The Home is open for girls and young women, under the general management of the Principal and in charge of an experienced teacher and home-maker. The ideal for the Home is not simply to give food and shelter to young women, but by personal care, direction and sympathy to throw about them such influences as will tend to develop the best in their physical, intellectual, social, aethetic and moral natures. While earnest application to duty, promptness and regularity of habit will be expected of all boarders, right recreation and those gentle courtesies of home and

social life, which do so much to refine, brighten and sweeten will have their place. The home is conducted on the home plan, all young women sharing in the duties of the household. These duties require only about one hour per day, giving valuable training and healthful exercises. Helping in turn and under the direction of an experienced housekeeper, each young woman is thus given a course of careful training in good housekeeping. All boarding girls and young women not living with near relatives will stay in the Home. The expense in the Home including board, lights, fuel and lodging, will be about $6.00 per month. Girls can do their own laundrying if they desire to do so. One dollar per term, payable on entering the Home, is charged for damage and wear of furniture. No pains will be spared to make it a safe, comfortable, pleasant, homelike home for girls.

Tuition

Primary, first and second year, per month	$1.00
Primary, third year, per month	1.25
Intermediate, first year, per month	1.50
Intermediate, second year, per month	1.75
Intermediate, third year, per month	2.00
Academic, first year, per month	2.50
Academic, second and third year, per month	2.50
Academic, fourth year, per month	2.50
Music, per month	2.50
Class Elocution	1.00
Special Education	3.00
Art, per month	1.00 to 3.00

Maticulation fee, payable on entering.

Primary, per term	.50
Intermediate, per term	.75
Academic, per term	1.00

Students taking as many as three studies must pay full tuition. Tuition, board, fees, must be paid at the beginning of each school month. Liberal discount for payment for full term in advance.

Scholarship

Wake Forest College offers a scholarship each year to one student of Haywood Institute. The conditions imposed by the board are: Male students of good moral character, who shall make the highest grade in deportment and scholarship, for the session.

Reports

Reports will be made out at the end of each quarter indicating general progress, and at the end of each term showing examination grades.

For further information write to

W. H. WOODALL, Clyde, N. C.

Haywood Institute Eches

VOL. 3 JUNE, 1909 No. 2

Application Has Been Made to the Department for Entry of this Publication as Second Class Mail Matter. Issued Quarterly by Haywood Institute.

The Call for Men

God give us men. A time like this demands strong minds, great hearts, true faith and ready hands:

Men whom the spoils of office cannot buy;
Men who possess opinions and will;
Men who can stand before a demagogue
And scorn his treacherous flatteries without winking;
Tall men, sun-crowned, who live above the fog
In public duty, and private thinking.—Holland.

Haywood Institute seeks to give a sound mind and a sound spirit in a sound body.

Capability, culture, character, are the ends towards which we direct the aspirations and energies of the pupil.

A knightly cultrured Christian gentleman is the ideal we set before our boys, to which gentlewoman, in the highest and be best sense of that word is the counterpart, and is the ideal for our girls.

Healthful invigorating climate, beautiful mountain scenery, pleasant comgortable home-like surroundings, careful, correct instruction and training, refining social environment, stimulating and strengthening intellectual and moral influences, are some of the advantages we offer our pupils.

The Secondary School

The secondary school is meant that class of schools that occupy a position between the elementary school—primary and grammar, and the college proper, schools that carry forward the instruction and training of the pupil from the grammar grade to the point where the college takes it up. Some of these schools lap over both ways, most of them do-

ing primary and grammar school work, and some of them doing first year college work, and by way of rounding up a course for those who do not expect to go onto college some studies are given that fall in the second and succeeding years of college work. The best of these schools give a fair training for ordinary practical life, the very best as far as it extends, and equal to the average college of a few years ago. Many pupils go direct from the secondary to the professional school, while many others get in these schools all the school training they have in life. It is the policy and effort of these schools as a rule to send their pupils on to college, and the number going to college from them is increasing every year.

In this discussion only the private secondary school is had in mind, those maintained by private individual or corporation, and those maintained by the different evangelical denominations. These latter are by far the larger class, most of the individual and corporation schools having voluntarily placed themselves under the care of some religious body.

The Place of the Private School.

In the midst of a growing interest in education and the increase in the number and efficiency of schools, the private school occupies a distinctive position, in seekng to meet the hgher, finer needs of a progressve, cultured Christian citizenship. Its aim is not to educate the masses and bring all classes to the great dead level of average intelligence. This must be left to that system of schools maintained for that very purpose. Believing in the survival and perfecting of the fittest, it seeks out from all classes the bright ambitious worthy youth of character who want the best intetllectual, physical and moral culture and expects of them earnest, dilligent effort in securing this end. consequently, while the poorest and humblest as well as those of high standing and of means who are willing to work for the best find equaly a welcome and encourage-

ment, the indolent, the shiftless, the vicious, the sallow and shoddy, do not find a congenial atmosphere and soon drop out if they chance to enter.

Christian in Character.

These schools are distinctly Christian in spirit and influence. The fundamental principles of the Christian religion are taught as the basis of all morality and true culture. Little emphasis is placed upon peculiar denominational beliefs. Especially is this true in schools where the text of the Bible is presented as it is. The pupil is urged to weigh the facts, compare truth with truth, to seek to know the whole contents of the book and then to draw his own conclusions and obey according to the dictates of his own conscience.

Advantages of the Private School.

A little reflection will reveal many advantages very vital in the education of the youth.

A body of the most desirable pupils, bright, ambitious, teachable, and of the best character.

The reduction to the minimum of the idle and vicious class of pupils so hurtful to all intellectual and moral advancement.

The absence of large numbers, inert masses that make rapid development impossible.

The opportunity for attention to the individual need of each pupil.

The opportunity for the most rapid advancement of the bright pupil and stimulus and encouragement given the less capable to do his best work.

The constant personal influence of the teacher upon the pupil.

The systematic development of the pupil in the training of his physical, mental and moral nature.

The minimum of cost with the maximum of service.

Men who possess opinions and will;

UNIVERSITY OF N.C. AT CHAPEL HILL
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THE NORTH CAROLINA COLLECTION